

CHAPTER I

INTRODUCTION

This chapter will present about the introduction of the study which consists of background of the study, statement of the problem, objectives of the study, definition of term, hypothesis, significance of the study, scope and limitation of the study, theoretical framework, and organization of the proposal.

1.1. Background of the Study

There is a golden age when children can learn languages easily. Many researchers agree that children before the age of 6 or 7 find it easier to learn languages than those of the other ages. It is because they have not yet mastered their mother tongue, the pronunciation and the grammar of their first language are less deeply ingrained and make them easier to master the other language. At this age, learning language can be informal and they can try out their newly acquired languages without fear of embarrassment. Children who grow up learning other languages can develop empathy for others and have curiosity for different cultures and ideas.

Some parents consider kindergarten as an essential childhood experience for their child. Therefore, many parents send their children to International Kindergarten schools that provides other language as the second language. In Indonesia, English is the first foreign language that is usually provided in many International Kindergartens. There are a number of International Kindergarten schools in Indonesia such as Happy Kidz School, Pelita Harapan and Australian Independent (International) School – AIS.

Thus, there is a demand on Kindergarten teachers who can teach English, but teacher training colleges in Indonesia mainly train teacher only for teaching Junior High School and Senior High School not many have training for young learners. Many Kindergarten teachers in Indonesia may not have English education background. They may still find difficulties in using English. They usually make some mistakes both in oral and written. The errors may arise from several reasons. For example, there are phonetical and morphological distinctions between Indonesian grammar and English grammar. These circumstances may trigger problems that could lead to some errors due to the influence of the teachers' mother tongue or native language.

At the end of the term, teachers have to make some comments on the progress of their students, called portfolio reports. In this case, teachers sometimes make some errors in their writing. Sometimes, those in school management ask English experts to check the teachers writing skill in those portfolio reports. The writer has obtained permission from one such school to a sample of the edited reports to see the most frequently committed grammatical mistake in the Kindergarten portfolio report.

A mistake refers to a performance error that is either a random guess or a "slip", in that is a failure to utilize a known system correctly. Corder (1967) stated a distinction between a mistake and an error, i.e.: Whereas a mistake is a random performance slip caused by fatigue, excitement, etc., and therefore can be readily self-correct, an error is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot

self-corrected an error because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then errors were signs that learners were actively engaged in hypothesis testing which would ultimately help in the acquisition of target language rules. A mistake is the error made by the learners because they are careless and lack attention.

Error analysis, is described as “a set of procedures for identifying, describing and explaining learners’ errors” Ellis & Barkhuizen (2005). Error analysis is an area of applied linguistics. It concerns the collection, research and evaluation of mistakes done by second-language learners and seeks to investigate elements of the development of second-language languages. It is essential to point out that Error Analysis is not just about recognizing and detecting mistakes, but genuinely attempting to understand why they are produced. The result is hoped to offer help in the training materials of the particular Kindergarten teachers of young learners in particular.

1.2. Statement of the Problem

Based on the background of study, the researcher formulates the problem statement and subsidiary research question as follows: “What grammatical errors are made by the kindergarten teachers in the portfolio reports and why were the errors committed?”

1.3. Objectives of the Study

The objectives of this study are:

- i. to analyze and classify the types of errors made by the teachers in the portfolio reports.
- ii. to attempt to find the possible source of the errors.

1.4. Significance of the Study

It is expected that the finding of this study may provide materials for training the particular Kindergarten teachers when needed, contribute the materials in teacher training colleges with specialization in teaching young learners and also help the further researchers to get some information about error analysis, especially when they want to conduct the research about error analysis.

1.5. Scope and Limitation of the Study

This study is focused on the portfolio reports of kindergarten teachers of one specific Kindergarten school and emphasizes the types of errors made by the teachers in writing the portfolio reports and find the most common errors.

1.6. Theoretical Framework:

For attaining the objective of this study, the main relevant theory is the Error analysis:

1.6.1 Error Analysis

Error analysis is an alternative to contrastive analysis- an approach that showed that contrastive analysis is unable to predict a great majority of errors, although the significance of language transfer cannot be denied. Moreover, the

problems of age, social factors, personality factors, language aptitude and motivation were totally ignored in contrastive analysis.

A finding of Error Analysis has been that interference of the mother tongue is not the only source of errors. The errors committed by the second language learner can be grouped under two heads, receptive and expressive. Receptive errors are not noticeable whereas expressive errors are always obvious. Expression can be either spoken or written. Spoken or spontaneous expression does not make for an easy study of error. Written or controlled expression is preferable for the purpose of error analysis.

1.6.2. Steps of Error Analysis

- a. Collect the sample.

To provide data for the error analysis, the writer needs to collect a sample of data. In this step, the writer may control the data by narrowly specifying the samples she intends to collect.

- b. Identify the errors.

In this step the writer identifies which part of learners' sentences is different from the "reconstructed version." In this study, the reports obtained by the writer already have the errors identified, and so the writer only tabulated the errors according to the teachers of the different classrooms.

- c. Analyze the errors.

Analyzing the errors usually employs either linguistic taxonomy or surface structure taxonomy to describe the differences between learner's sentences and native speakers' sentences.

- d. Classify the errors.

Classifying the errors based on the type of the errors.

1.6.3. Classification of Error Analysis

Based on Politzer and Ramirez (1973), the most useful and commonly used bases for descriptive classification of errors are:

- a. Linguistic Category

Linguistic category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error affects.

- b. Surface Strategy

A surface taxonomy highlights the ways surface structures are altered. Analyzing errors from a surface strategy holds much concerned by identifying cognitive processes that underlie the learner's reconstruction of the new language.

- c. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on the comparisons between the structure of L2 errors and the other types of construction.

d. **Communicative Effect Taxonomy**

While the surface and comparative taxonomies focus on the aspect of the errors themselves, the communicative effect taxonomy deals with errors from perspective of their effect on the listeners and readers.

1.7 Definition of Term

a. Error Analysis

Corder (1967) Error analysis is the study of error made by the Second Language learners. Errors used to be ‘flaws’ that needed to be eradicated. Systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching.

b. Portfolio Report

Portfolio report is a set of selective sample of student work, followed by straightforward performance criteria that demonstrates student effort, progress and achievement. Comments from the teacher to the learners and/or their parents are also given.

1.8. Organization of the Study

This paper consists of five chapters. Chapter one will present the introduction of the study which consists of background of the study, research questions, objectives of the study, significance of the study, scope and limitation of the study, theoretical framework, definition of key terms, and organization of the proposal.

Chapter two presents about the review of the study which consists of some related literature such as the theory of error analysis, the theory of portfolio reports and some previous studies related to the topic.

Chapter three presents the research methodology which contains the research design, population with the sample, research instruments, technique of data collection, technique of data analysis and the finding of the study.

Chapter four deals with the analysis of data collected for this study. This chapter also discusses the results of the investigation and gives a detailed analysis and interpretation of data.

Chapter five provides a brief overview of the entire study. It summarizes the findings of the study, provides different conclusions, suggestions and some recommendations based on the findings.